DOCUMENT RESUME

ED 422 686 EC 306 648

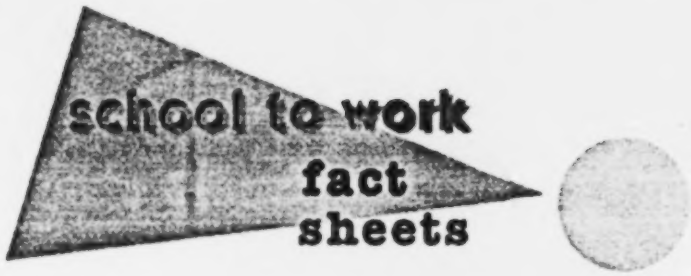
AUTHOR	Horne, Richard L.; Thuli, Kelli J.
TITLE	School to Work Fact Sheets: Making School to Work Opportunities Happen for Youth with Disabilities.
INSTITUTION	Academy for Educational Development, Washington, DC.; Academy for Educational Development, Washington, DC. National Transition Alliance for Youth with Disabilities.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE	1998-07-00
NOTE	32p.
CONTRACT	H158M50001
PUB TYPE	Information Analyses (070) -- Reference Materials - General (130)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Communication Skills; Definitions; *Disabilities; *Education Work Relationship; Educational Legislation; *Federal Legislation; Inclusive Schools; Interpersonal Relationship; School Business Relationship; Secondary Education; *Transitional Programs
IDENTIFIERS	Americans with Disabilities Act 1990; Etiquette; Individuals with Disabilities Education Act; School to Work Opportunities Act 1994

ABSTRACT

These six fact sheets are designed to communicate strategies for serving all youth, especially youth with disabilities, in school to work programs: (1) "Overview of the School-to-Work Opportunities Act" briefly describes this 1994 federal law and the three components of school-to-work programs: school-based learning, work-based learning, and connecting activities; (2) "Strategies for Serving All Youth in School to Work Systems" organizes strategies into five categories: student-focused planning and development, career pathways and contextual learning, family involvement, business, labor and community involvement, and structures and policies; (3) "Disability Definitions and Resources" offers definitions and lists resources for the 12 disabilities identified in the Individuals with Disabilities Education Act; (4) "Transition-Related Legislation for Youth with Disabilities" compares five major laws as they apply to school to work transition; (5) "Americans with Disabilities Act (ADA) Factsheet" summarizes requirements for employers and lists sources of additional information; (6) "Disability Etiquette" offers general strategies for interacting with youth with disabilities, ways to enhance the work or learning environment, and ways to communicate disability awareness sensitively. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 422 686



Making School to Work Opportunities Happen for Youth with Disabilities

These on-line *School to Work Fact Sheets* are designed to communicate strategies for serving all youth, especially youth with disabilities, in school to work programs. The school to work transition information and resources included here are for educators, employers, parents, youth with disabilities, and others who work and live with youth with disabilities.

Please keep in mind that these fact sheets are not intended to be an exhaustive list of information. Rather, we hope that you can use the information to understand some of the important issues involved in serving youth with disabilities in school to work systems.

- Overview of the School-to-Work Opportunities Act
- Strategies for Serving All Youth in School to Work Systems
- Disability Definitions and Resources
- Transition-Related Legislation for Youth with Disabilities
- Americans with Disabilities Act (ADA) Factsheet
- Disability Etiquette
- Credits

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 306648

BEST COPY AVAILABLE

Overview of the School-to-Work Opportunities Act

The School-to-Work Opportunities Act (STWOA) became law on May 4, 1994. With its passage came a vision to shape an educational system that would help build promising futures for America's youth by expanding career options for all young people, including those with disabilities. The STWOA ensures the equal access and full participation of all youth, including those with disabilities, in programs and services. It is the intent and purpose of the Act that all youth, regardless of race, color, national origin, gender, disability, or other characteristics, have the same opportunities to participate in all aspects of school to work initiatives and are not subject to discrimination as participants in such programs. The Act guarantees that every interested young person receive an equal opportunity to explore and experience various careers first hand. As a result of emerging school to work programs, all youth will be prepared to be self-supporting, contributing members of our society.

The STWOA provides a framework to broaden the educational, career, and economic opportunities for all youth through partnerships between businesses, schools, community-based organizations, families, and state and local governments. The Act addresses the career preparation needs of all students through various activities. There is no prescribed model to follow, yet three basic components are necessary to create comprehensive school to work programs. The components are school-based learning, work-based learning, and connecting activities.

School-based learning provides youth with opportunities for career exploration, instruction in academic and technical skills, and guidance in identifying employment and education goals. The objective is to expose youth to career options and encourage them to identify their interests and consider different career majors.

The ***work-based learning*** component stresses the involvement of workplaces and communities as active learning environments in the educational process. It calls for making employers joint partners with educators in providing opportunities for all youth to participate in high quality, work-based learning experiences. These experiences and activities are based on and in some type of work setting or simulated work setting, and may include apprenticeships, internships, mentorships, co-ops, on-the job training, career academies, school-based enterprises, occupational/technical labs, job simulation, and the like. The aim of work-based learning is to ensure all youth have a planned job training program and that employment experiences are related to the occupational goal.

Connecting activities focus on the content and development of both school-based and work-based activities. The purpose of connecting activities is to ensure coordination between school-based and work-based learning. Connecting activities seeks to make learning relevant by making the line between school-learning and life invisible.

Strategies for Serving All Youth in School to Work Systems

Presented below are possible strategies to ensure the equal access and full participation of all youth, including youth with disabilities, in school to work activities. The strategies are suggestions and serve as a starting point for further discussion on how to best meet the needs of all youth in school to work systems.

The strategies are organized around the National Transition Alliance **Transition Practices Framework**. This framework emerged from ten years of research conducted by the Transition Research Institute at the University of Illinois.

The NTA Framework features five broad categories of practice:

> **Student-Focused Planning and Development** includes practices that focus on planning and developing educational programs for each individual student.
>
> **Career Pathways and Contextual Learning** features school-based and work-based curricula and activities that relate to career exploration and development.
>
> **Family Involvement** highlights practices that involve parents and families in planning and delivering educational and transition services.
>
> **Business, Labor and Community Involvement** includes practices that encourage business, labor unions, community service agencies, youth development organizations, government agencies, and other community resources to participate in all aspects of school to work systems.
>
> **Structures and Policies** represents program practices and characteristics that relate to the effective and efficient delivery of school to work transition services.

We recommend that you share these strategies with other members of your school to work team. Compare the activities you are currently doing to meet needs of all youth with those strategies listed. For example, you may want to ask: Are our current school to work efforts in line with these strategies? In what areas can we improve our school to work system to meet the needs of all students? Are we designing a system to meet the needs of all youth?

Reviewing the list of strategies can help you answer questions like these as well as determine where your school to work efforts have been successful in serving all youth, including youth with disabilities, and to which areas you need to direct future activities.

Student-Focused Planning and Development

- Conduct the necessary assessments, including:

- vocational assessment (e.g., curriculum-based and situational assessment).
- academic assessment.
- cognitive assessment.
- adaptive behavior assessment.
- authentic assessment methods.

- Provide opportunities for all youth, including youth with disabilities, to complete inventories that assess career interests and experiences.

- Ensure all youth, including youth with disabilities, understand their strengths, interests, learning styles and can share this information with others.

- Include all youth in every level of their educational planning and implementation.

- Provide opportunities for youth with disabilities to lead their Individual Educational Program (IEP) meeting.

- Use the Individual Transition Plan (ITP) as an additional tool to facilitate the successful transition into work, independent living, postsecondary education and training, and recreation.

- Document the interests and preferences of all youth, including youth with disabilities.

- Establish linkages with appropriate community services that may be necessary for all youth, including youth with disabilities, to make a successful transition.

- Provide all youth, including youth with disabilities, with opportunities to acquire knowledge and skills required for the workforce and lifelong learning.

- Allow youth to self-evaluate their progress.

- Provide opportunities for all youth, including youth with disabilities, to learn about, be involved in, and be informed by student leadership organizations.

- Provide all youth, including youth with disabilities, with volunteer experiences so they gain exposure to work.

- Offer life skills instruction, including:
  - leisure skills training.
  - social skills training.
  - self-determination skills training, including goal setting and decision making.
  - self-advocacy skills training.
  - independent living skills training.
  - learning strategies skills training.

- Identify and develop the necessary supports including environmental adaptations, accommodations, and natural supports.

- Identify and utilize any necessary assistive technology devices.
- Provide any necessary related services including occupational therapy, physical therapy, speech therapy, transportation.
- Utilize school-based and work-based mentors or job coaches as needed.

Career Pathways and Contextual Learning

- Design curricula that:
  - offers career awareness and exploration activities.
  - integrates academic and performance standards.
  - includes school-based and work-based components.
  - includes applied learning and innovative teaching methodologies.
- Provide opportunities for all youth to:
  - explore various careers and training.
  - have exposure to and an integrated experience between school and career.
  - learn job specific skills and general business operations.
  - learn work-related behaviors and skills.
  - gain occupation-specific training.
- Ensure all youth, including youth with disabilities, have an understanding and opportunity to experience all aspects of the industry.
- Introduce career development activities to all youth, including youth with disabilities, no later than the age of 14.
- Offer all youth, including youth with disabilities, employment readiness training (e.g., job seeking skills, job maintenance skills, and job search skills).
- Ensure that worksite experiences are supported by individual student learning plans.
- Offer all youth, including youth with disabilities, structured work experiences, including:
  - job shadowing.
  - apprenticeships.
  - paid work experience.
  - work study program.
  - job placement services.

Family Involvement

- Develop a structured method to assess parents' needs.

- Ensure all youth and families possess the information required to be equal partners in school to work development, implementation, and evaluation.
- Involve families in the design, delivery, and evaluation of school to work programs.
- Involve families in student assessments and the evaluation of students' programs.
- Ensure that families receive the necessary support and guidance to benefit from and contribute to all school to work options (e.g., respite care, child care, school to work information)
- Promote the involvement of consumer and parent groups in school to work activities.
- Invite parents/families to serve as school to work trainers or mentors.
- Offer parent/family training in:
  - self-determination/advocacy.
  - natural supports.
  - transition-related planning processes (e.g., Individual Education Program, Individual Transition Program).
  - agencies and services.
  - legal issues.
- Create a parent support network.

Business, Labor, and Community Involvement

- Establish an interagency coordinating body that includes youth, parents, educators, community services providers, rehabilitation personnel, employers, and others.
- Establish collaborative agreements between:
  - schools and employers.
  - schools and service agencies.
  - secondary and postsecondary schools.
- Establish a procedure to share student information with service providers and employers.
- Identify and recognize a "lead" school to work agency.
- Designate a school to work transition contact person for all participating service providers.
- Provide opportunities for teachers, counselors, and administrators to intern or job shadow in the work environment.
- Provide work-site and community-based training to heighten awareness of disability issues among employers and workers.

- Offer employers workplace mentors, job coaches, or work-study coordinators.

- Invite community participants to establish occupational skill standards and curricula design (keeping in mind the various abilities and skills of all youth).

- Invite employers to:
  - identify general workplace competencies.
  - provide training sites for all youth, including youth with disabilities.
  - provide training sites for educators.
  - serve as student mentors.
  - serve as teacher mentors.
  - participate in job fairs.
  - serve on school to work advisory committees.

- Provide employee development activities to ensure quality work-based learning for all youth, including youth with disabilities.

Structures and Policies

- Create a school to work vision and goals to reflect a commitment to all youth, including youth with disabilities.

- Involve stakeholders representing youth with disabilities in the school to work governance and staffing structure (e.g. state and local special education directors, rehabilitation personnel).

- Link the state's transition system change plan to the school to work plan.

- Coordinate and promote a delivery of school to work services and supports for all youth, including youth with disabilities.

- Coordinate an integrated curricula across all subject areas within a school to work framework (i.e., school-based, work-based, and connecting activities).

- Restructure all school to work programs and schedules to meet the needs of all youth, including youth with disabilities.

- Restructure all school to work programs and planning to ensure they are sensitive to cultural and ethnic differences.

- Involve all youth, including youth with disabilities, in rigorous content and performance standards.

- Allow opportunities for vocational, academic, and special educators to collaborate (e.g., team teaching, collaboration time).

- Provide equal access and participation for all youth, including youth with disabilities, in school to work activities (e.g., career awareness and career exploration opportunities).
- Provide requested school to work information to youth, families, business and industry, and community organizations.
- Include follow-up, follow-along evaluations involving employers, learners, and others (i.e., evaluate, monitor, and revise school to work systems continuously).
- Coordinate school to work activities between employers and school transition specialists, special education personnel, and/or school to work coordinator.
- Conduct an annual evaluation of interdisciplinary policy and procedures.
- Involve all youth, including youth with disabilities, and their family in the evaluation procedures.
- Provide preservice training and transdisciplinary staff development focused on transition-related practices.
- Provide school to work and disability awareness training to school to work service providers and employers.

Disability Definitions and Resources

The 1975 Education for All Handicapped Children Act (P.L. 94-142) ensured that all children with disabilities would have a free, appropriate public education. This landmark legislation was later amended and the name was changed to the Individuals with Disabilities Education Act (P.L. 101-476) or IDEA.

IDEA defines "children with disabilities" as having any of the following types of disabilities: autism, deaf-blindness, hearing impairments, serious emotional disturbances, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments including blindness; who, by reason thereof, need special education and related service. To learn how the IDEA regulations defines each of these disabilities and resources for that disability category click on the topic below.

- **Autism**
- **Deaf-Blindness**
- **Hearing Impairments**
- **Mental Retardation**
- **Other Health Impairments**
- **Orthopedic Impairments**
- **Serious Emotional Disturbance**
- **Severe and/or Multiple Disabilities**
- **Specific Learning Disability**

- Speech or Language Disorders
- Traumatic Brain Injury
- Visual Impairments

Autism

Autism is defined "as a developmental disability significantly affecting verbal and nonverbal communication and social interaction, usually evident before age 3 that adversely affects a child's educational performance. Other characteristics associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

Autism Hotline
P.O. Box 507
Huntington, WV 25710-0507
(303) 525-8014

Autism National Committee
7 Teresa Circle
Arlington, MA 02174

Autism Society of America
7910 Woodmont Avenue, Suite 650
Bethesda, MD 20814
(301) 657-0881 (800) 328-8476

Indiana Resource Center for Autism
Institute for the Study of Developmental Disabilities
Indiana University
2853 East 10th Street
Bloomington, IN 47408-2601
(812) 855-6508

Center for the Study of Autism

National Information Center for Children and Youth with Disabilities (NICHCY)
(800) 695-0258 (v/tty)

» Articles in Print

Belcher, R.G. & Smith M.D. (1994). Coworker attitudes toward employees with autism. *Journal of Vocational Rehabilitation*, 4, (1), 29-36.

Fullerton, A. (1995). Promoting self-determination for adolescents and young adults with autism. *Journal of Vocational Rehabilitation*,

5, 337-346.

Lovass, O. I. (1992). *Teaching developmentally disabled children: The me book.* Austin, TX: Pro-Ed.

Maurice, C. Grenne, G., & Luce, S. (1996). *Behavioral intervention for young children with autism: A manual for parents and professionals.* Austin, TX: Pro-Ed.

Deaf-Blindness

"The term deaf-blindness is used when there is a simultaneous hearing and visual impairment, the combination of which causes severe communication and other developmental and educational issues that an adolescent cannot be accommodated in special education programs solely for youth with deafness or youth with blindness" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

Helen Keller National Center Headquarters
111 Middle Neck Road
Sands Point, NY 11050-1299
(516) 944-8900
(516) 944-8637 TTY

Hilton/Perkins Program
Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172
(617) 972-7220

National Coalition on Deaf-Blindness
Perkins School for the Blind
175 North Beacon Street
(617) 924-3434

Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments (TRACES)
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8807
(503) 838-8150 FAX

Service for Children with Deaf-Blindness Program
Severe Disabilities Branch
Office of Special Education Programs
U.S. Department of Education
600 Maryland Avenue SW
Washington, DC 20202
(202) 205-8165

National Information Clearinghouse on Children Who Are

Deaf-Blind

Trace Research and Development Center

National Federation of the Blind

Illinois Assistive Technology Project

Hearing Impairments (HI)

A hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but which is not included under the definition of "deafness" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

Alexander Graham Bell Association for the Deaf
3417 Volta Place NW
Washington, DC 20007-2778
(202) 337-5220

American Speech-Language Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(800) 638-8255

American Society of Deaf Children (ASDC)
2848 Arden Way, Suite 210
Sacramento, CA 95825-1373
(800) 942-2723

National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230
(410) 659-9314

National Information Center on Deafness (NICD)
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695
(202) 651-5051; (202) 651-5052 (TDD)

National Institute on Deafness and
Other Communication Disorders (NIDCD)
1 Communication Avenue
Bethesda, MD 20892-3456
(800)-241-1044
(800) 241-1055 tty

» Articles in Print

Allen, T.E., Rawlings, B.W., & Schildroth, A. N. (1989). *Deaf youth and the school-to-work transition.* Baltimore: Paul H. Brookes.

Kluwin, T.N., Moores, D.F., & Gonter-Gaustand, M. (1992). *Toward effective public school programs for deaf youth: Context, process, & outcomes.* New York: Teachers College Press.

National Information Center for Children and Youth with Disabilities. (1996). *Deafness and hearing loss.* Washington: Author.

Rosenberg, M. & Edmond-Rosenberg, I. (1994). *The special education sourcebook.* Rockville, MD: Woodbine House.

Vernon, M., & Andrews, J. (1990). T*he psychology of deafness: Understanding deaf and hard-of-hearing people.* White Plains, NY: Longman.

Mental Retardation

Mental retardation is defined "as significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

American Association on Mental Retardation (AAMR)
444 North Capitol Street, NW Suite 846
Washington, DC 20001
(800) 424-3688
Publish *Mental Retardation* and *American Journal on Mental Retardation*

The Arc
500 Border Street, Suite 300
Arlington, TX 76010
(800) 433-5255

Division on Mental Retardation and Developmental Disabilities (MRDD)
The Council for Exceptional Children
1920 Association Drive
Reston VA 22091
(703) 620-3660
Publish *Education and Training in Mental Retardation*

National Down Syndrome Congress
1605 Chantilly Drive, Suite 250
Atlanta, GA 30324
(800) 232-6372

National Down Syndrome Society

666 Broadway, Suite 810
New York, NY 10012
(800) 221-4602

Orthopedic Impairments

Orthopedic disabilities are muscular, skeletal or neurological impairments so severe that they affect a child's educational performance. The term includes "impairments caused by congenital anomaly, disease and other causes such as amputations, fractures and burns. Orthopedic impairments may interfere with a person's mobility and coordination. The three major types of orthopedic disabilities in youth are cerebral palsy, muscular dystrophy and spina bifida" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

March of Dimes Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605

National Easter Seal Society
230 West Monroe Street, Suite 1800
Chicago, IL 60606
(800) 221-6827

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 227-0216

United Cerebral Palsy Association, Inc.
1660 L Street, NW Suite 700
Washington, DC 20036

» Print

Behrman. R. (Ed.). (1996). *Special education for youth with disabilities*. Los Altos CA: Center for the Future of Children.

Rosenberg, M. & Edmond-Rosenberg, I. (1994). *The special education handbook*. Rockville MD: Woodbine House.

Sarkees-Wircenski, M. & Scott, J. L. (1995). *Vocational special needs*. Homewood, IL: American Technical Publishers, Inc.

Other Health Impairments

Youth included in the category of health impairments are defined as

individuals who have "limited strength, vitality, or alertness, due to chronic acute health problems such as a heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, cystic fibrosis, or acquired immune deficiency syndrome which adversely affect an adolescent's educational performance. According to the Office of Special Education and Rehabilitative Services' clarification statement of September 16, 1991, eligible children with ADD may also be classified under 'other health impairment'" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

Division for Physical and Health Disabilities (DPHD)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

United Cerebral Palsy Associations, Inc.
1660 L Street NW, Suite 700
Washington, DC 20036
(800) 872-5827

National Easter Seal Society
230 West Monroe Street, Suite 1800
Chicago, IL 60606
(800) 221-6827

» Print

Rosenberg, M. S. & Edmond-Rosenberg, I. (1994). *The special education sourcebook.* Rockville, MD: Woodbine House.

Sarkees-Wircenski, M. (1995). *Vocational special needs.* Homewood, IL: American Technological Publishers, Inc.

Terman, D.L. (Ed.). (1996). *Special education for youth with disabilities.* Los Altos CA: Center for the Future of Children.

Serious Emotional Disturbance (SED)

Many terms are used to describe emotional, behavioral, or mental disorders. Serious emotional disturbance is defined as follows:

> . . .a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance:
> (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors;
> (b) an inability to build or maintain satisfactory interpersonal relationships with peers or teachers;

(c) inappropriate types of behaviors or feelings under normal circumstances;
(d) a general pervasive mood of unhappiness or depression; or
(e) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term does not include children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

American Academy of Child and Adolescent Psychiatry
Public Information Office
3615 Wisconsin Avenue, NW
Washington, DC 20016
(202) 966-7300

Federation of Families for Children's Mental Health
1021 Prince Street
Alexandria, VA 22314-2971
(703) 684-7710

National Alliance for the Mentally Ill
200 North Glebe Road, Suite 1015
Arlington, VA 22203-3754
(703) 524-7600
(800) 950-NAMI

Mental Health Net

» Print

Blackorby, J. & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the national longitudinal transition study. *Exceptional Children*, 62, (5), 399-415.

Bullis, M., Fredericks, H.D., Lehman, C., Paris, K. Corbitt, J., & Johnson, B. (1994). Description and evaluation of the job designs project for adolescents and young adults with emotional or behavioral disorders. *Behavior Disorders*, 19, (4), 254-268.

Cheney, D., Barringer, C., Upham, D., & Manning, B. (1995). *Project Destiny: A model for developing educational support teams through interagency networks for youth with emotional and behavioral disorders.* Keene, NH: Institute on Emotional Disabilities, Keene State College.

Cities in Schools (1993). Building a cities in schools program: A replication process. *Volume I of the Cities in Schools Strategies Series.* Alexandria, VA: Author.

Fredericks, B., Bullis, M., Nishioka-Evans, V. & Lehman, C. (1993).

Competitive job training and placement for youth with severe emotional disturbances. *Journal of Vocational Rehabilitation*, 3, (3), 61-71.

Unger, K. V. (1995). Unfinished business: Providing vocational services to transition-aged youth with serious emotional disturbance. *Journal of Vocational Rehabilitation*, 5, (2), 159-165.

Severe and/or Multiple Disabilities

The term multiple disabilities, refers to "simultaneous impairments (such as mental retardation/blindness, mental retardation/orthopedic impairment, etc.), the combination of which causes such severe educational problems that the youth cannot be accommodated in a special education program solely for one of the impairments. The term does not include children with deaf-blindness" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

ABLEDATA
Newington Children's Hospital
181 Cedar Street
Newington, CT 06111
(203) 667-5200

The ARC
500 East Border Street, Suite 300
Arlington, TX 76010

The Association for Persons with Severe Handicaps (TASH)
29 West Susquehanna Avenue, Suite 210
Baltimore, MD 21204
(410) 828-8274
Publish *The Journal of the Association for Persons with Severe Handicaps*

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 346-2742

TRACE Research and Development Center
S-151 Waisman Center
1500 Highland Avenue
Madison, WI 53705-2280
(608) 262-6966

United Cerebral Palsy Associations, Inc.
1660 L Street NW, Suite 700
Washington, DC 20036
(800) 872-5827

Journal of Vocational Rehabilitation
Elsevier Science, Inc.
Journal Information Center
655 Avenue of the Americas
New York, NY 10010
(212) 633-3750

» Print

Behrman, R. (Ed.). (1995). Special education for youth with disabilities [special issue]. *The Future of Children*, 6, (1). David and Lucile Packard Foundation.

Rosenberg, M.S. & Edmond-Rosenberg, I. (1994). *The special education sourcebook*. Rockville, MD: Woodbine House.

Sowers, J. (1991). Transitioning youth with physical and multiple disabilities to supported employment. *Journal of Vocational Rehabilitation*, 1, (4), 25-37.

Specific Learning Disability (LD)

Specific learning disability is defined "as a disorder in one or more basic psychological processes involved in understanding or in using language, spoken or written, that may cause impairments in the areas of listening, speaking, reading, writing, spelling, or to doing mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to youth who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

Council for Learning Disabilities (CLD)
P.O. Box 40303
Overland Park, KS 66204
(913) 492-8755

Division for Learning Disabilities
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

National Center for Learning Disabilities
381 Park Avenue South, Suite 1420
New York, NY 10016
(212) 545-7510

» Print

Clement-Heist, K. (1992). Simulated and in situational vocational social skills training for youth with learning disabilities. *Exceptional Children*, 58, (5), 336-345.

Lyon, G. R. (1996). Learning disabilities. In *The Future of Children*, 6, (1), 54-76.

Reiff, H. B. & deFur, S. (1992). Transition for youth with learning disabilities: A focus on developing independence. *Learning Disability Quarterly*, 15, (4), 237-249.

Ryan, A. G. & Proice, L. Adults with LD in the 1990s. *Intervention in School and Clinic*, 28, (1), 6-20.

Contact the Learning Disabilities Association Book Store to learn more about ordering the following books:

Cordoni, B. (1990). *Living with a learning disability.*

East, J. (1993). *Yes you can! A booklet to help young people with LD understand and help themselves.*

Kruger, Smith, B. (1981). *Inside out or outside in? Perceptions of the learning disabled young person.*

Reisman, E.S. (1993). *Guidelines for supervising employees with learning disabilities.*

Warner, C. (1988). *Understanding your learning disability.*

Washburn, W. (1994). *Vocational entry-skills for secondary and adult students with LD: a teacher's guide to implementing the ITP.*

Speech or Language Impairments

"Speech or language impairments are defined as a communication disorder such as stuttering, impaired articulatión, a language impairment, or a voice impairment" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

Cleft Palate Foundation
1218 Grandview Avenue

Pittsburgh, PA 15221
(412) 481-1376

American Speech, Language and Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700
Publish *Journal of Speech and Hearing Disorders*

Division for Children's Communication Development (DCCD)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660
Publish *Journal of Children's Communication Development*

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515; (412) 341-8077

Trace Research and Development Center
University of Wisconsin-Madison
S-151 Waisman Center
Madison, WI 53705-2280
(608) 262-6966; (608) 263-5408

» Programs

The Bridge School

The Bridge School is an organization dedicated to ensuring that youth with severe speech and physical impairments achieve full participation in their communities through the use of assistive technology and the development, implementation and dissemination of innovative educational strategies.

Traumatic Brain Injury (TBI)

Traumatic Brain Injury (TBI) is defined "as an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychological impairment, or both, that adversely affects a child's educational performance. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

Brain Injury Association, Inc.
1776 Massachusetts Ave., NW #100
Washington, DC 20036

(800) 444-6443

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 227-0216

The Perspectives Network

TBI Information Project

Kansas Traumatic Brain Injury Project

» Print

Begali, B. (1992). *Head injury in children and adolescents: A resource and review for school and allied professionals* (2nd ed.). Brandon, VT: Clinical Psychology Publishing Company, Inc.

Gerring, P. J. & Carney, J.M. (1992) *Head trauma: Strategies for educational integration.* San Diego, CA: Singular Publishing Group, Inc.

Mira, M.P. , Tucker, B.F., & Tyler, J.S. (1992). *Traumatic brain injury in children and adolescents: A sourcebook for schools.* Austin, TX: Pro-Ed.

National Rehabilitation Information Center. (1992). *Traumatic brain injury: A NARIC resource guide for people with TBI and their families.* Silver Spring, MD: Author.

Savage, R. (1995). *An educator's manual: What educators need to know about students with TBI* (3rd ed.). Washington, DC: Brain Injury Association, Inc.

Wolcott, G., Lash, M., & Pearson, S. (1995). *Signs and strategies for educating students with brain injuries: A practical guide for teachers and schools.* Houston, TX: HDI.

Visual Impairments

A visual impairment is defined as that "which, even with correction, adversely affects a child's educational performance. The term includes both children with partial sight and those with blindness" [Code of Federal Regulations, Title 34 300.7(b)(9)].

» Resources

American Council of the Blind
1155 15th Street NW Suite 720
Washington, DC 20005
(800) 424-8666

American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(800) 232-5463

Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)
206 North Washington Street Suite 320
Alexandria, VA 22314
(703) 548-1884

Division on Visual Impairments
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

National Association for the Visually Handicapped (NAVH)
22 West 21st Street, 6th Floor
New York, NY 10010
(212) 889-3141

National Braille Press
88th Stephen Street
Boston, MA 02115
(617) 266-6160; (800) 548-7323

National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230

National Library Services for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street NW
Washington, DC 20542
(202) 707-5100; (800) 424-8567

Transition-Related Legislation for Youth with Disabilities

Since the early 1980's, the school to work transition of youth with disabilities has been a major emphasis of the federal government and state agencies. Since that time, these agencies have stimulated the development of transition programs and services through research, model demonstration, and training projects. Several federal laws directly impact transition services for youth with disabilities and briefly summarized below. They include:

- Section 503 and 504 of the Rehabilitation Act Amendments of 1993
- The Developmental Disabilities and Bill of Rights Act

- The Individuals with Disabilities Education Act (IDEA)
- The Americans with Disabilities Act of 1990 (ADA)

Title of Legislation	Definition of 'Disability'	Description of the Law
Section 503 of the Rehabilitation Act (P.L. 93-112)	Section 503 of the Rehabilitation Act defines an individual with a disability as any person who has a record of, or is regard as having a physical or mental impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, speaking, breathing, learning and working.	Section 503 of the Rehabilitation Act requires that federal government contractors and covered federal subcontractors to maintain Affirmative Action Plans for individuals with disabilities.
Section 504 of the Rehabilitation Act (P.L. 93-112)	Same as above.	Section 504 provides qualified individuals with disabilities with basic civil rights protection in programs and activities that receive federal financial assistance. It states that 'no otherwise qualified disabled individuals in the United States . . . shall, solely by reason of a disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.'

The Developmental Disabilities and Bill of Rights Act (100-476)	The Act defines "developmental disability" as "a severe, chronic disability of an individual 5 years of age or older that (a) is attributable to a mental or physical impairment or combination of mental and physical impairments; (b) is manifested before the person attains age 22; (c) is likely to continue indefinitely; (d) results in substantial functional limitations in three or more of the following areas of major life activity; (i) self-care; (ii) receptive and expressive language; (iii) learning; (iv) mobility; (v) self-direction; (vi) capacity for independent living; and (vii) economic sufficiency; and (e) reflects the individual's need for a combination and sequence of special interdisciplinary, or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated."	Under the Act, formula grants are provided to states for promoting, through systemic change, capacity-building, and advocacy activities, the development of a consumer family-centered, comprehensive system and a coordinated array of culturally competent services, supports, and other assistance designed to achieve independence, productivity, and integration and inclusion into the community.

The Individuals with Disabilities Education Act (IDEA) (P.L. 101-392)	IDEA defines "children with disabilities" as having any following types of disabilities: autism, deaf-blindness, hearing impairments, serious emotional disturbances, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments including blindness; who, by reason thereof, need special education and related services.	In 1990, Congress passed amendments to the Education for All Handicapped Children Act of 1975, now known as the Individuals with Disabilities Education Act (IDEA), requiring transition planning and services become an integral part of the special education process. The IDEA defines transition services as a coordinated set of activities designed within an outcome-oriented process, which promotes movement from school to post-school activities. The amendments still maintain free and appropriate education for all "children with disabilities."
Americans with Disabilities Act (ADA) of 1990 (P.L. 101-476)	The term disability means, with respect to an individual: (i) a physical impairment that substantially limits one or more of the major life activities of such individual; (ii) a record of such impairment; or (iii) being regarded as having such impairment.	The ADA extends civil rights protections to individuals with disabilities. The Act guarantees equal opportunity for individuals with disabilities in employment, public accommodation, transportation, state and local government services, and telecommunications. Title I of the ADA prohibits discrimination because of disability in regard to application procedures, hiring, promotion, discharge, compensation, training and other terms conditions, and privileges of employment.

Americans with Disabilities Act (ADA) Factsheet

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against individuals with disabilities in employment, transportation, public accommodation, communications, activities of state and local government.

Employers with 15 or more employees must comply to Title I of the ADA. Title I prohibits discriminate against an qualified persons with disabilities in all public sector and most private sector employment. The ADA does not set quotas or interfere with an employer's right to hire the most qualified candidate.

Who Must Comply

Under Title I employers, employment agencies, labor organizations, and joint labor-management committees must:

- have nondiscriminatory application procedures, qualification standards, selection criteria, and all other terms and conditions of employment; and
- make reasonable accommodation to known limitations of a qualified applicant or employee unless to do so would case an undue hardship.

» Exceptions to Compliance

The ADA makes exception to compliance under Title I to religious entities and private member clubs.

Reasonable Accommodations

Providing a reasonable accommodation means modifying or adjusting an existing facility to be readily accessible to and usable by an individual with a disability. Reasonable accommodations as defined by the ADA is any change in the work environment or the way things are customarily done which will allow an individual with a disability equal employment opportunity. Employers must accommodate individuals from the time of inquiry to the end of employment.

Accommodations must be provided:

- during the job application and interview processes;
- at the work place, when the employee performs the job tasks; and
- for any benefits and privileges of the job.

Typical accommodations include:

- physical accessibility (e.g., putting in ramps, lowering the desk);

- job restructuring (i.e. eliminating or reassigning essential job functions);
- part-time or modified work schedules (e.g., giving a worker a permanent shift so that he or she can access public transportation);
- altering when or how a job function is performed;
- reassignment to vacant positions (not available to new applicants);
- acquisition or modification of equipment or devices (e.g., TTY, adaptive computers);
- adjusting or modifying examinations, training materials and policies (e.g., making materials available in large print or braille); and
- providing qualified readers and interpreters.

Cost of Accommodations

Many employers fear the costs of making accommodations. This concern is understandable, but employers should remember that the ADA does not require them to make an accommodation if it is place an "undue hardship" on that organization. An undue hardship is defined as any action requiring significant difficulty or expense when condsidered in light of factors such as the employer's size, financial resources, and the nature and structure of the operation.

Resources

U.S. Department of Justice ADA Information Line
800/514-0301 or 800/514-0383 (TTY).

Job Accommodations Network (JAN)
P.O. Box 6123
Morgantown, WV 26506-6123
(800) 526-7234
(800) 526-4698 (WV only)

Regional Disability and Business Technical Assistance Centers
The National Institute on Disability and Rehabilitation Research (NIDRR) established ten regional centers to provide information, training, technical assistance and referral on ADA.

» Region I

New England Disability Business and Technical Assistance Center
Adaptive Environments Center, Inc.
374 Congress Street, Suite 301
Boston, MA 02210
csabatier *a* adaptenv.org

» Region II

Northeast Disability and Business Technical Assistance Center
United Cerebral Palsy Associations of New Jersey
354 South Broad Street
Trenton, NJ 08608
huntley *a* njdhs.uu.holonet.net

» Region III

Mid-Atlantic Disability and Business Technical Assistance Center
TransCen, Inc.
451 Hungerford Drive, Suite 607
Rockville, MD 20850
adainfo *a* trancen.org

» Region IV

Southeast Disability and Business Technical Assistance Center
United Cerebral Palsy Associations, Inc.
1776 Peachtree Road, Suite 208 North
Atlanta, GA 30309-2351
sedbtac *a* ucpa.org

» Region V

Great Lakes Disability and Business Technical Assistance Center
University of Illinois/Chicago
Institute on Disability and Human Development
1640 West Roosevelt Road
Chicago, IL 60608-6904
greatlakes *a* uic.edu

» Region VI

Southwest Disability and Business Technical Assistance Center
The Institute for Rehabilitation and Research
Independent Living Research Utilization
2323 South Shepherd Boulevard, Suite 1000
Houston, TX 77019
lfrieden *a* bcm.tmc.edu

» Region VII

Great Plains Disability and Business Technical Assistance Center

University of Missouri-Columbia
310 Jesse Hall
Columbia, MO 65211
adalh *a* showme.missouri.edu

» Region VIII

Rocky Mountain Disability and Business Technical Assistance Center
Meeting the Challenge, Inc.
3630 Sinton Road, Suite 103
Colorado Springs, CO 80907-5072
going *a* mtcinc.com

» Region IX

Pacific Coast Disability and Business Technical Assistance Center
Public Health Institute
2168 Shattuck Avenue, Suite 301
Berkeley, CA 94704-1307
adatech *a* pdbtac.org

» Region X

Northwest Disability and Business Technical Assistance Center
Washington State Governor's Committee on Disability Issues and Employment
P.O. Box 9046, MS 6000
Olympia, WA 98507-9046

Disability Etiquette

General Strategies for Interacting with Youth with Disabilities

Following are basic guidelines for interacting with and considering accommodations for youth with disabilities:

- Do not assume assistance is needed. Offer assistance and wait until it is accepted before giving it to that person.
- Talk directly to the young person.
- Treat people with disabilities as you would anyone else-- with respect.
- Remember that accommodating people with disabilities in the classroom or on the job may be a matter of common sense.
- Ask the person with a disability to show their strengths and abilities when developing an accommodation.
- Ask the person with a disability if they have thoughts or ideas

about how to best provide an accommodation. Then, develop the accommodation together.
- Become knowledgeable about the person's disability.
- Respect the person's privacy. Only discuss accommodations or modifications in a private setting and keep the issues confidential.

Enhancing the Work or Learning Environment

The environment in which young people operate may influence their success. It is important to create an atmosphere of acceptance. Treat youth with disabilities as you would any other young adult:

- Show respect
- Be honest
- Offer patience
- Provide understanding
- Remain flexible
- Be open minded

Communicating Disability Awareness

Sensitivity training can increase awareness and confidence people have in supervising and working with young people with disabilities. Disability etiquette may be as simple as demonstrating respect for others by practicing common courtesy. For example:

Treat employees with disabilities like anyone else. Just as all employees are not the same, individuals with disabilities differ in personality, talents, and skills. If you feel uncomfortable around someone with a disability, learn more about that disability. You can do this by simply asking them for more information.

Having a disability in one development area does not mean there are limitations in others. Never equate a disability with other limitations. When working with a young adult with a disability, it may be useful to have some basic information about what his or her specific disability may encompass. For instance, individuals who have a vision or speech impairment most often do not have impairments in other areas. Never assume a person with a disability cannot do something because of that disability. If you are not sure about a person's abilities or limitations, ask him or her as you would any other employee.

Ask before you help. Do not assume that because someone has a disability, he or she needs help. If you think someone needs assistance, first ask if assistance is wanted.

Recognize the talents of youth with disabilities. Youth with disabilities bring an array of talents to their jobs and, as anyone else, can be valuable resources to the company. If you have little experience working with individuals with disabilities, you may have trouble envisioning their capabilities on the job. Ask the young person what they are good at doing and what they like doing, then look for

opportunities for that person to use those talents.

Use respectful language. Language expresses and influences ideas. The language used to depict a person with a disability can reflect the attitude of the speaker. Therefore, it is important to use positive, humanizing language. Careful use of language can result in less stigma and stereotyping. Some tips on how to think, speak, and write about persons with disabilities in positive terms are:

- **Emphasize the person first rather than the person's disability.** By having the descriptor follow the noun (i.e., "person with a learning disability" rather than the "learning-disabled person"), the person is the focus, not the disability.

- **Avoid value-laden phrases.** Phrases such as "victim of...," "afflicted with...," and "suffering from..." imply helplessness or distress.

- **Do not use the word "disease".** Many disabilities are not a result of an illness or disease.

- **Avoid statements that imply a person can't do something because of a disability.** For example, "She's deaf, but very bright" implies that the person's intelligence is connected to her ability to hear. Instead, emphasize their abilities.

- **Include people with disabilities as active participants.** Interaction in social and work settings between employees with disabilities and those without disabilities helps to break down barriers and open lines of communication.

- **By referring to youth with disabilities in positive terms, people learn to focus on their talents, skills, and contributions.** As language becomes more positive, thought patterns and attitudes will begin to follow suit and employers will focus on the abilities of their employees, not their limitations.

This information has been adapted from: Thuli, K. J. & Phelps, B. R. (1994). ADA alliances to educate and employ people with disabilities: A handbook for employers, instructors, and teacher educators. Madison, WI: Center on Education and Work.

Credits

Written by:
Richard L. Horne, Academy for Educational Development
Kelli J. Thuli, Academy for Educational Development

Additional research and assistance provided by Kathy Wilson.

As always, we encourage you to share and reproduce these materials, but please credit the National Transition Alliance for Youth with Disabilities.

The School to Work Fact Sheets are a product of the National Transition Alliance for Youth with Disabilities (NTA), Cooperative Agreement Number H158M50001. The NTA is jointly funded by the U.S. Departments of Education and Labor, including the Office of Special Education and Rehabilitative Services, and the National School-to-Work Office. Contents of this document do not necessarily reflect the views or policies of the Departments of Education or Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

The partners of the National Transition Alliance are the Transition Research Institute at the University of Illinois, the National Transition Network, Institute on Community Integration at the University of Minnesota, the Academy for Educational Development, the Council of Chief State School Officers, the National Alliance of Business, and the National Association of State Directors of Special Education. Collaborators of the National Transition Alliance are equal opportunity employers and educators.

This product was produced for the National Transition Alliance by the Academy for Educational Development.

July 1998.